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OCCUPATIONAL AND EDUCATIONAL PLANS OF VOCATIONAL AGRICULTURE STUDENTS IN NORTH CAROLINA--A COMPARISON WITH OTHER STUDENTS.

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THREE FACETS OF THE VOCATIONAL AGRICULTURE STUDENT WERE STUDIED--(1) HIS EDUCATIONAL AND OCCUPATIONAL ASPIRATIONS AND EXPECTATIONS, (2) THE RELATIONSHIP OF HIS PLANS TO SOCIAL AND ECONOMIC FACTORS, AND (3) THE DIFFERENCES BETWEEN HIS PLANS AND THE PLANS OF OTHER STUDENTS. THE SAMPLE CONSISTED OF ALL MALE SENIOR STUDENTS IN 11 NEGRO AND 12 WHITE HIGH SCHOOLS REPRESENTING NONMETROPOLITAN ECONOMIC AREAS. THE INTERVIEW SCHEDULE WAS BASED ON QUESTIONS PROBING EDUCATIONAL AND OCCUPATIONAL EXPECTATIONS AND ASPIRATIONS AND THE STUDENT'S BACKGROUND. DATA FOR WHITE AND NEGRO STUDENTS WERE SEPARATED INTO SECTIONS, AND VOCATIONAL AGRICULTURE STUDENTS WERE COMPARED WITH OTHER STUDENTS IN EACH GROUP. BOTH WHITE AND NEGRO VOCATIONAL AGRICULTURE STUDENTS ASPIRED TO OCCUPATIONS OF LESS PRESTIGE AND TO LOWER EDUCATIONAL LEVELS THAN OTHER STUDENTS. THE VOCATIONAL AGRICULTURE STUDENTS WERE FOUND DISPROPORTIONATELY IN THE LOWER INTELLIGENCE RANGES AND RELATED TO THE LOWER ASPIRATIONS. FEWER DIFFERENCES EXISTED BETWEEN VOCATIONAL AGRICULTURE AND OTHER STUDENTS WITHIN GROUPS. BOTH VOCATIONAL AGRICULTURE AND OTHER STUDENTS ASPIRED TO OCCUPATIONAL AND EDUCATIONAL LEVELS HIGHER THAN THEIR FATHERS AND VIEWED EDUCATION AS A MEANS OF REACHING HIGHER GOALS. (JM)

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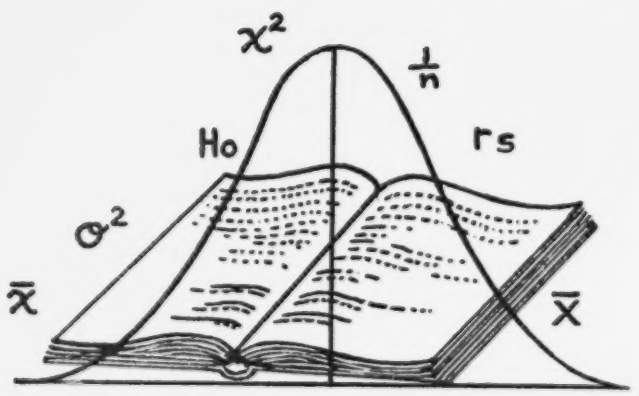
THE VOCATIONAL AGRICULTURE STUDENT AND HIS PEERS



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OCCUPATIONAL AND EDUCATIONAL PLANS OF VOCATIONAL AGRICULTURE STUDENTS IN NORTH CAROLINA - A COMPARISON WITH OTHER STUDENTS

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OCCUPATIONAL AND EDUCATIONAL PLANS OF VOCATIONAL AGRICULTURE STUDENTS IN NORTH CAROLINA - A COMPARISON WITH OTHER STUDENTS

INTRODUCTION

What occupational and educational plans have North Carolina students of vocational agriculture made for the future? Are their expectations consistent with their desires? Do they expect to enter occupations of high or low prestige? How many of them plan to attend college? In what ways do their backgrounds affect their choices and decisions? How do the plans of vocational agriculture students compare with those of students in other courses? Answers to such questions are necessary in order that the high school system of the state may provide the most effective education for young people in the most efficient manner and most attractive form.

This study investigates three facets of the occupational and educational desires and expectations of vocational agriculture students in North Carolina. These are: what vocational agriculture students would like to do and actually expect to do relative to future occupation and further education; the relationship of certain social and economic factors to occupational and educational plans; and the differences between the occupational and educational plans of vocational agriculture students and students from other curricula.

The sample, consisting of all male members of the senior class present on the day of the interview, was obtained in 23 high schools of the state. These represent each of the non metropolitan Economic Areas of the state, providing a representative sample. Within each Economic Area, the sample school was that with a student population nearest the average of all schools in the Area offering vocational agriculture. This procedure was followed for the 12 white and 11 Negro schools composing the sample. Although alternate schools were

designated, cooperation of the principals in the first-choice schools made possible their inclusion in each instance.

As reported here, the sample is divided on the basis of curriculum. A boy who had taken more than two years of vocational agriculture was designated in that category. A boy who had taken less than two years of vocational agriculture was not, all of the latter being combined in a category designated "other students." The "other student" category includes some boys who had taken one year of vocational agriculture because it was a mandatory Freshman course or because they were sampling the field. The few students who had taken two years of vocational agriculture were dropped from the sample rather than attempt to justify their inclusion in either category.

The interview schedule was based on questions probing both what the student would like to do and what he actually expected to do, occupationally and educationally. Additional questions were designed to provide insight into the background of these students which might aid in understanding the decisions to which they had come.

The Design of the Report

The report is divided into two major sections, one dealing with the response of white students and the other with that of Negro students. Due to the prevalent variance in economic condition and opportunity, any attempt to combine the data obviously would reduce the validity of the findings. In effect, the two groups are considered as separate samples about which similar deliberations are made.

The basis of the report is a comparison of response from those students classified as vocational agriculture students with the response from those who are not. Indicated levels of significance were obtained by the chi-square statistic. Comparisons of the student plans are followed by comparisons of their backgrounds. Each major section of the report terminates with conclusions.

WHITE STUDENTS

Occupational and Educational Desires and Expectations

Occupational Desires and Expectations

Students responded with the names of specific occupations in which they desired or expected to engage. To provide a standard of reference, these occupational titles were coded into prestige ranges according to a modified version of the North-Hatt scale. By means of this scale, it was possible to assign a score to each occupation given; i.e., school teacher 78, carpenter 65, truck driver 54. The per cent of vocational agriculture and of other students who both desired and expected to enter occupations of various prestige levels is indicated in Table 1. Let it be noted that the number of students responding in subsequent tables will vary, as not all respondents were able or willing to answer each question.

Table 1. Desired occupations and Expected Occupations, by Prestige Ratings

Prestige of Occupation, by Modified North-Hatt Scale	Per Cent of Students Who Desired Occupations of This Prestige Level		Per Cent of Students Who Expected Occupations of This Prestige Level	
	Vo-Ag (N=86)	Other (N=162)	Vo-Ag (N=84)	Other (N=162)
40-49	0.00	0.00	2.38	0.00
50-59	8.14	8.64	17.86	25.92
60-69	46.51	22.84	58.33	34.57
70-79	26.74	28.40	17.86	20.99
80-89	16.28	30.86	3.57	16.67
90-99	2.33	9.26	0.00	1.85

Desired Occupation - To determine the desired occupation of the student, each was requested to name the occupation he would prefer above all others of which he knew. Specifically, he was requested not to regard any hindrances to attainment of this position in naming it. Theoretically, the only limitation should be his knowledge of the range of alternative occupations.

Among vocational agriculture students there was a centrality of response in the prestige range of 60-69. Herein are grouped occupations such as machine operator in a factory, garage mechanic, policeman, and bookkeeper, to name just a few. Some vocational agriculture students named positions with prestige ranges higher than this, but the per cent in each successively higher range falls off radically.

"Other" students tended to name desired occupations with higher prestige ratings than did vocational agriculture students. The largest per cent was found in the range of 80-89, which includes such positions as author of novels, owner of factory employing about 100 people, minister and banker. In contrast to the distribution among vocational agriculture students, the per cent of other students in each prestige range increased as the prestige range became greater, except in the highest range.

The bulk of the vocational agriculture students named as most desirable occupations with relatively low prestige, with the per cent of response in each higher prestige position dropping off. The opposite obtained for the other students among whom the per cent of response increased as the prestige of occupation increased. The differences in prestige of desired occupations between vocational agriculture and other students were significant beyond the .001 level.

Expected Occupation - Respondents were requested to name the occupation in which they expected to engage upon completion of their education. For some this would be immediately following graduation from high school. For others it would involve some amount of post high school education. The per cent of response

distribution among occupational prestige ranges is shown in the right hand columns of Table 1.

Vocational agriculture students were grouped to large extent in the relatively low prestige occupations. Only 20% expected to enter occupations with prestige ratings in excess of 69. Other students named expected occupations in the higher ranges with more frequency, with 36% found above the 69 level. The difference in response between the two groups was significant beyond the .001 level.

It is observed that the prestige range of expected occupations is lower than that of the desired occupations for each student group. Practical problems prevent attainment of the occupations to which many students aspire. While half of the vocational agriculture students "desired" occupations with prestige ratings of less than 70, about three-quarters of them "expected" to move into occupations at this level. Similarly, only 29% of the students in other curricula desired occupations at this level, but 55% expected to be employed there.

The gap between desired and expected occupations was even greater for other students, precisely because they had greater aspirations initially. Reality forced each of the respondent groups to lower goals when transferring from desired to expected occupations, but the vocational agriculture students had initially expressed a lower plateau from which to retreat.

It should be pointed out that neophytes in the world of work do not have so many alternatives open to them as will be the case when they have become more experienced and better educated. Many of the respondents eventually may achieve the prestige levels to which they now aspire even though they must begin work at a lower level. These data cannot be interpreted as anything other than what they are, namely an expression of the respondents' expectations, as seniors in high school, for their first post-education occupations. It is not possible to draw conclusions from these data pertinent to the occupational prestige ratings of these groups at any time in the removed future.

Educational Desires and Plans

Desire to Attend College - Respondents were requested to state whether they would like to attend college, given a condition wherein there were no impediments to so doing. The results, along with other information concerning their college plans, is shown in Table 2. More than three-quarters of both the vocational agriculture and other students expressed a desire to attend college. There was a tendency for fewer vocational agriculture students to want to attend, but the difference was not statistically significant. It appears that all members of the sample share to large extent the cultural valuation attached to college attendance. They perceive it as valuable and desirable in a loose context where no proscriptions or sacrifices are associated with a positive response.

Table 2. Educational Desires, Educational Plans, and Ability to Name College of Attendance

Nature of Response	Per Cent of Students Who Desired to Attend College		Per Cent of Students Who Expected to Attend College		Per Cent of Students Who Were Able to Name College	
	Vo-Ag (N=90)	Other (N=173)	Vo-Ag (N=90)	Other (N=171)	Vo-Ag (N=88)	Other (N=170)
Positive	76.67	82.08	22.22	37.43	12.50	27.06
Negative	23.33	17.92	77.78	62.57	87.50	72.94

Plan to Attend College - To check on actual plans to attend a college, respondents were requested to state whether they planned to enter college in the fall following graduation from high school. Several restrictions were operative in the question. On the one hand, response was limited to four-year colleges. It is probable that a number of the respondents might attend business schools, two-year colleges or similar types of post high school educational institutions and from there filter into four-year institutions. But the number would be limited. On the other hand, a time limit was imposed by requesting a positive

response only from those who would matriculate in the fall. This was necessary to prevent optimism from generating an excessive number of positive replies. Perhaps a few individuals who do not move into college immediately will eventually be found there, but here too the number would be limited.

As would be expected, fewer persons actually planned to enter college than had expressed a desire to do so. Among the vocational agriculture students the decrease was larger than it was among the other students. Only 22% of the former indicated plans to attend college while 36% of the latter had such plans. This difference between the two groups was significant at the .02 level.

College of Attendance Named - As a final check on the probability that they would in reality be enrolled in a college in the succeeding fall, respondents were requested to name the college which they planned to attend. Among both groups, some of those who had indicated a plan to attend were unable to name the college. Since these students were left with a limited amount of time in which to make application and be accepted, it is doubtful that many of those unable to name a college in the spring actually would be in attendance in the fall. At this level of certainty, the per cent of students who could be expected to attend college was 12% for vocational agriculture students and 26% for other students. This difference was significant at the .05 level.

Background Factors - Occupational

Both theory and previous research have indicated a number of factors which are related to student occupational aspirations. We shall not attempt to test the relationship of these factors to the occupational desires and expectations of these students; but we shall determine whether the vocational agriculture students vary from other students with respect to a number of these factors. While our tests were not of such a nature that we may presume differences in background factors necessarily account for differences in occupational desires and expectations, background differences in such instances would lead to speculation concerning causality and should provide fruitful ground for further study.

Influences on Expected Occupation

Students do not make occupational decisions devoid of any influence from their surrounding environment. A number of questions were asked of the respondents to determine what those sources of influence might be and to investigate the variations in them between the student groups.

Sources of Influence - Students were asked to indicate the source of influence which had most affected their choice of an expected occupation, choosing from among an array of core family members and other persons with whom they might be in contact. The major finding was that these students in many cases did not recognize a source of influence outside of themselves, Table 3. Over half of the respondents in each group indicated that the expected occupation decision had been their own.

Table 3. Specific Sources of Influence Toward Student's Expected Occupation

Source of Influence	Per Cent of Vocational Agriculture Students Indicating Source (N=76)	Per Cent of Other Students Indicating Source (N=157)
Mother	3.95	2.55
Father	9.21	10.19
Sister	0.00	0.64
Brother	3.95	6.37
Relative	1.32	1.91
Friend	10.52	8.28
Teacher	5.26	6.37
Other	1.32	3.82
Own Decision	64.47	59.87

Those students who recognized an outside influential scattered their response among the possible sources in such a way as to absolve any one of a major responsibility. However, fathers were considered somewhat more influential than mothers, a finding not in agreement with some previous research. Also, a relatively small proportion of students from each group reported that a teacher had been influential in determining occupational choice, shattering an educational assumption of the part played by the teacher in formation of student opinions and resultant plans. This finding may be a result of increasing size and consequent depersonalization of current school systems. Friends, who may be inferred as members of the peer group, were cited as influential by a relatively large number of respondents; clearly, members of this sample are not adult-oriented.

The minor differences in sources of influence reported by the student groups were not significant.

Influence of High School Education Upon Occupational Expectation - To determine the part played by high school education in choice of an occupation, respondents were requested to state the amount of influence their high school education had had upon their occupational expectation. The results are shown in Table 4. Slightly more than a third of each group considered the influence to have been of major proportion while approximately an equivalent number assigned "some" influence in occupational expectation to their high school education. A bit more than one-fifth of each group concluded that their high school education had played essentially no part in formation of the occupational expectations held by them. There was no significant difference in the response of the two groups to this question.

Table 4. Influence of High School Education Upon Expected Occupation

Extent of Influence	Per Cent of Vocational Agriculture Students Indicating Extent (N=84)	Per Cent of Other Students Indicating Extent (N=160)
Great Deal	38.10	37.50
Some	39.29	38.75
Very Little	11.90	13.75
None	10.71	10.00

Parents' Attitudes Toward Expected Occupation - While perhaps not directly recognized by the students, the attitude of their parents toward occupational choices probably also works as a sort of influence upon the student's choice. To check this, students were requested to record their perceptions of the attitude of each of their parents to the occupation in which they expected to engage. Mother's and father's attitudes are shown separately in Table 5.

Table 5. Mother's and Father's attitude Toward Expected Position

Expression of Attitude	Per Cent of Students Perceiving Mother's Attitude in Specified Category		Per Cent of Students Perceiving Father's Attitude in Specified Category	
	Vo-Ag (N=81)	Others (N=159)	Vo-Ag (N=75)	Others (N=153)
Strongly agrees	32.10	28.30	37.34	30.07
Willing to accept	55.56	61.64	56.00	54.25
Doesn't care one way or other	3.70	6.92	4.00	12.42
Prefers something else	7.41	3.14	1.33	2.61
Very opposed	1.23	0.00	1.33	0.65

By small margins, fathers were perceived by students as being more strongly in agreement with their occupational expectations than were mothers. This relationship does not hold if response from "strongly agrees" and "willing to accept" are combined in a "favorable" category. When this condition prevails mothers were perceived as more favorably disposed toward occupational expectation by all students. It would appear, however, that there was no meaningful difference between the perceived attitude of mothers and fathers toward expected occupations.

It is evident that students perceived little conflict with their parents regarding expected occupations. Whether this was a reflection of student acquiescence with parental expectations or a willingness of parents to accept student decisions cannot be determined from these data. However, based upon the students' observation that they composed their own greatest source of influence toward expected occupations one might infer that the latter is the case. Regardless of which explanation is correct, upwards of 80% of perceived parental reaction was favorable to student expectation, and there was essentially no student perception of extreme parental opposition to occupational choices.

By a narrow margin, vocational agriculture students tended to see their parents as strongly in agreement with their occupational expectation more frequently than did other students. However, differences between the two groups were minor in response to both mother's and father's attitudes and not statistically significant.

Migration

Migration, both internal and external, has been a prominent part of the social ecology of North Carolina during the lifetime of most of these respondents. Many of these students will be caught up in the movement occurring about them. In some cases, it may be mandatory that they leave their home communities in order to follow the occupations in which they expect to engage.

Need to Migrate - The majority of schools in which interviews were conducted were located in open country or in small towns. Since occupational expectation might necessitate a move to areas offering the positions in which they expected to engage, students were requested to indicate the necessity of migration to pursue their occupational choices. The results are shown in Table 6; more than two-fifths of all students felt that they would be obliged to migrate. Somewhat fewer of the vocational agriculture students believed themselves to be under this compulsion, but the difference was not significant.

Table 6. Necessity to Migrate to Engage in Expected Occupation

Necessary to Migrate	Per Cent of Vocational Agriculture Students (N=83)	Per Cent of Other Students (N=159)
Yes	44.58	51.57
No	55.42	48.43

Intention to Migrate - The possibility that these students might plan to leave the community of residence even though not compelled to do so to follow their occupational choices was examined and the results are shown in Table 7. There is little difference from response under the compulsion of occupational choice and it appears that occupational pressures account for most of the migrational intentions of this sample. A few more vocational agriculture students plan to leave than must but the number of other students remains the same. Among both groups a few more students were able to respond to this question than had replied to the question about necessity for moving. Most of these show up in the category of planning to remain in their home community.

Table 7. Intention to Migrate

Plan to Migrate	Per Cent of Vocational Agriculture Students (N=89)	Per Cent of Other Students (N=163)
Yes	43.82	50.31
No	56.18	49.69

Differences in intention to move were not statistically significant in comparison of the two groups. But there is considerable meaning to the communities involved, for about half of the male senior population of the high schools expressed an intent to leave.

Differences Between Desired and Expected Occupations

It has been shown that there were differences in the prestige of desired and expected occupations for these respondents. Generally, the prestige of desired occupations was higher. The next several paragraphs deal with tests of the extent and direction of these differences between vocational agriculture students and others.

Extent of Differences - Differences in prestige of desired and expected occupations are shown in classifications of ten points in Table 8. More vocational agriculture students than other students reported expected occupations which did not vary in prestige from that of their desired occupations. Despite this, many vocational agriculture students were represented in the categories indicating much difference in prestige between desired and expected occupation. Apparently contradictory, these findings may be reconciled on the basis that vocational agriculture students will in fact engage in occupations of lesser prestige than will students in other curricula. Reality may have served to

depress the desires of some students, causing them to name desired and expected occupations of about equal prestige values. For those vocational agriculture students who let imagination take the reins and named a high prestige desired occupation, reality may have come into play when naming an expected occupation, resulting in high per cents of these students in the categories of large prestige differential.

Table 8. Difference in Prestige of Desired and Expected Occupation

Amount of Difference	Per Cent of Students Responding	
	Vo-Ag (N=68)	Others (N=111)
No difference	39.71	27.03
1-.9 points	17.65	27.03
10-19 points	23.52	23.42
20-29 points	17.65	15.32
30-39 points	1.47	6.30
40-49 points	0.00	0.90

Other students also expressed expectations of obtaining occupations lower in prestige than those they desired. Each student group is exposed to the same dilemma - a theoretically open society in which there are practical limitations on achievement.

The differences in amount of prestige of desired and expected occupation between vocational agriculture and other students were not statistically significant.

Direction of Differences - The data on the direction of prestige differentials between desired and expected occupation were not completely satisfactory. However, they did indicate that considerably more students expected occupations which will

be lesser in prestige than those they would like to have. Differences in direction of occupational prestige between vocational agriculture and other students was not significant.

Some Miscellaneous Factors

Comparison of Prestige of Student's Expected Occupation and Father's Current Occupation - More than half of all students expected to begin employment in occupations of equal or superior prestige to those held by their fathers, Table 9. The vocational agriculture students did not exhibit quite so much optimism as did the others. The difference between the student groups was not significant.

Table 9. Difference in Prestige, Expected Occupation of Student and Current Occupation of Father

Prestige Difference	Per Cent of Students Responding	
	Vo-Ag (N=78)	Other (N=150)
Father's higher, 30 or more points	0.00	0.00
Father's higher, 20-29 points	3.85	0.67
Father's higher, 10-19 points	15.39	10.66
Father's higher, less than 10 points	21.79	20.67
No difference	16.67	10.66
Student's higher, less than 10 points	26.92	24.67
Student's higher, 10-19 points	12.82	22.00
Student's higher, 20-29 points	1.28	6.00
Student's higher, 30 or more points	1.28	4.67

Prestige of Father's Occupation - Slightly more of the fathers of other students were engaged in occupations with prestige ratings of 70 or above, Table 10, but for the most part the fathers of the students in the sample had

occupations with prestige ratings below 70. The difference in prestige of occupations held by fathers of vocational agriculture and other students was significant at the .001 level. This difference resulted in large part from the fact that greater numbers of the fathers of other students were in the lower prestige range, although they also were found more frequently in the upper prestige levels. The occupational prestige ratings of the fathers of vocational agriculture students clustered markedly in the 60-69 range.

Table 10. Prestige of Occupation Engaged in by Father

Prestige Category of Father's Occupation	Per Cent of Students Responding	
	Vo-Ag (N=84)	Other (N=164)
40-49 points	1.19	1.22
50-59 points	15.48	32.92
60-69 points	75.00	50.00
70-79 points	7.14	12.20
80-89 points	1.19	3.05
90-99 points	0.00	0.61

Certainty That The Student will Enter Expected Occupation - Vocational agriculture students were not as certain as others about entering the occupation they had indicated, Table 11. Seventy-eight per cent of other students either were certain or in the belief that they will enter the expected occupation as opposed to 73% of the vocational agriculture students. This difference may be meaningful but it was not statistically significant.

Table 11. Certainty on Part of Student of Entry Into Expected Occupation

Certainty of Entry	Per Cent of Student Responding	
	Vo-Ag (N=74)	Other (N=143)
Certain will enter	14.86	23.08
Believe will enter	58.12	55.24
Not sure	27.02	21.68

Background Factors - Educational

The educational hopes and plans of young people are known to be related to a number of other factors. For example, children from homes where one or both parents have attended college are more apt to go to college themselves. A number of factors which may be presumed to be in some way associated with educational desires or plans have been selected and the students from different curricula compared upon them. Any differences shown between the student groups should be regarded as informative rather than causative. Further research would be necessary to establish causality.

Influences Affecting Educational Intentions

Sources of Influence - Student perception of the source of greatest influence upon their college decision is shown in Table 12. This influence may be either positive or negative, for respondents were requested to answer regardless of their college attendance intention.

Students mainly perceived this as a choice they made themselves. Those who indicated some reliance upon an outside source failed to group their response around any particular individual, although mothers were the single most important outside influential. As in the decision concerning occupation, but even more surprising because of the linear relationship, teachers were accorded a minimal role as influentials despite the fact that they ranked right behind mothers for vocational agriculture students and behind mothers and fathers for other students.

Table 12. Sources of Influence Upon College Decision

Source of Influence	Per Cent of Students Responding	
	Vo-Ag (N=75)	Other (N=152)
Mother	6.67	15.13
Father	2.67	10.54
Sister	0.00	0.00
Brother	1.33	2.63
Relative	1.33	1.97
Friend	4.00	2.63
Teacher	5.33	3.95
Other	0.00	1.97
Own decision	78.67	61.18

There are some differences indicated in the source of influence upon college decision of vocational agriculture and other students. When sources of influence were grouped under headings of "core family," "others," and "self," the difference was significant at the .01 level. This basically was a result of the tendency of the vocational agriculture students to rely more upon their own judgment and less upon the influence of their families.

Influence of High School Education Upon College Decision - Apparently the experience of the individual in the high school is greatly influential in his decision of whether to attend college, Table 13. This would appear to be so in either case, for most of the students in this sample did not plan to attend college, yet an overwhelming per cent of them indicated that their high school education had influenced this decision. Are some students being deterred from a decision to enter college by unfavorable experiences in high school? If so, it would be a consequence of major proportions.

Table 13. Influence of High School Education Upon College Decision

Extent of Influence	Per Cent of Students Responding	
	Vo-Ag (N=86)	Other (N=164)
Great Deal	46.51	48.78
Some	37.21	28.05
Little	8.14	13.41
None	8.14	9.76

There were some minor differences in the extent to which vocational agriculture and other students believed that high school had influenced their college decision. However, the differences were not significant.

Mother's Attitude Toward College Decision - Most of the students perceived their mothers as favorably disposed toward college decision, Table 14. Mothers of vocational agriculture students were not as often in strong agreement with this decision as were mothers of other students. Also, mothers of vocational agriculture students were more frequently in disagreement with this decision than were mothers of other students. However, the prevailing opinion among both groups of students was that their mothers were by and large either strongly in agreement with or willing to accept the decision to which the student had come. Few of the students believed their mothers not to care about their decision, with vocational agriculture students indicating less apathy on the part of their mothers than did other students. There was a tendency for the mothers of vocational agriculture students to agree strongly with the college decision in fewer cases and to disagree with it more frequently than did mothers of other students. However, this trend was not sufficiently large to result in statistical significance.

Table 14. Mother's and Father's Attitude Toward College Decision

Expression of Attitude	Per Cent of Students Perceiving Mother's Attitude in Specified Category		Per Cent of Students Perceiving Father's Attitude in Specified Category	
	Vo-Ag (N=84)	Other (N=158)	Vo-Ag (N=78)	Other (N=154)
Strongly agrees	27.38	37.97	21.79	35.06
Willing to accept	51.19	40.50	55.14	38.96
Doesn't care one way or other	2.38	7.60	7.69	11.69
Disagrees	16.67	12.03	12.82	14.29
Opposed	2.38	1.90	2.56	0.00

Father's Attitude Toward College Decision - Fathers were regarded by most students as basically in agreement with their college decision, although not to quite the same extent as were mothers. Fathers also were perceived as apathetic toward college decision in more instances than were mothers. However, the prevailing opinion of students was that fathers were favorably disposed toward the college decision.

The fathers of vocational agriculture students were in strong agreement with the college decision to lesser extent than were the fathers of students in other categories. However, when the categories of "strongly agree" and "willing to accept" were combined into a favorably disposed" classification, the small difference favors the vocational agriculture students. To very slight extent, fathers of vocational agriculture students were less apt to be apathetic or opposed to the college decision than were fathers of other students.

There is a trend in these data for the fathers of vocational agriculture students to be less often in strong agreement with the college decisions of their sons. However, the chi-square value lies between that for the .10 and .05 levels of acceptance and is not considered significant.

Comparisons of Father's Education

Educational Achievement of Fathers - There were no statistically significant differences in the educational achievements of the fathers of vocational agriculture and other students, Table 15. A somewhat greater per cent of the fathers of the latter had completed college or had achieved at least some post high school education, but the difference was small. The population cohort comprising the fathers of these students had attained a rather limited educational level. About one quarter of them had completed high school, with another quarter having 8 grades of schooling. More than one-fifth had not even that amount of formal education.

Table 15. Education Achievement of Student's Father

Level of Father's Education	Per Cent of Students Responding	
	Vo-Ag (N=87)	Other (N=173)
College graduate	2.30	6.94
Attended college	5.75	4.05
Jr. college graduate	0.00	0.00
Attended Jr. college	0.00	1.16
High School graduate	24.14	26.59
Attended high school	24.14	16.75
Completed 8 years	22.98	21.97
Less than 8 years	20.69	22.54

Comparison of Student's Educational Aspiration with Father's Educational Achievement - By their presence as seniors in high school, something like two-thirds of these students already had surpassed the educational achievement of their fathers. It is not surprising therefore that the educational aspirations of these students was in excess of the achievements of their fathers in the majority of cases, Table 16.

Table 16. Comparison of Father's Educational Attainment and Student's Educational Aspiration

Relationship of Father's Education to Student's Educational Aspiration	Per Cent of Students Responding	
	Vo-Ag (N=87)	Other (N=171)
No difference	16.09	19.88
Father's achievement lesser	79.31	76.61
Father's achievement greater	4.60	3.51

Both vocational agriculture and other students expected to achieve greater educational goals than had their fathers, and in about equal proportions. Somewhat fewer of the vocational agriculture students expected their educational achievements to be the same as those of their fathers than was the case among other students. On the other hand, slightly more of the vocational agriculture students aspired to lesser education than had been attained by their fathers, while at the same time slightly more of them believed they would achieve more education than had their fathers. This apparently contradictory relationship between the student groups is relative and stems from the large proportion of other students who expected their educational attainment to equal that of their fathers. However, differences between the two groups were small in each instance and not statistically significant.

Effects of Planning to Farm Upon Educational Intentions

Previous studies have indicated that planning to farm has a depressing effect upon educational intentions. Boys who plan to farm evidently do not perceive as great a need for a college education as do those whose occupational plans lie in other fields of endeavor.

These data have been analyzed to determine the effects of planning to farm upon the educational intentions of the students. On the one hand, investigation was limited to the intentions of boys in vocational agriculture. On the other, students in vocational agriculture were compared to those in other courses. In the latter instance, the other students included five boys who indicated an intention to farm. They constitute so small a proportion of the respondents that it is not believed they influence the findings.

Comparisons Among Vocational Agriculture Students - Vocational agriculture students were grouped according to whether they planned to farm, and their desire to attend college, plans to do so, and ability to name a college of potential attendance were compared. Of the 90 respondents who were categorized as vocational agriculture students, 16 indicated an intention to farm.

Intention to farm was associated with a depressed desire to attend college, as shown in the left hand columns of Table 17. Many fewer of those vocational agriculture students planning to farm indicated a wish to attend. This trend was not quite sufficiently strong to be statistically significant.

Table 17. Effects of Planning to Farm Upon Educational Plans, Vocational Agriculture Students

Nature of College Decision	Per Cent of Students Who Would Like to Attend College		Per Cent of Students Who Plan to Attend College		Per Cent of Students Who Named College of Attendance	
	Plan to Farm (N=16)	Do Not Plan to Farm (N=67)	Plan to Farm (N=16)	Do Not Plan to Farm (N=67)	Plan to Farm (N=16)	Do Not Plan to Farm (N=66)
Positive	56.25	80.60	18.75	20.90	12.50	10.61
Negative	43.75	19.40	81.25	79.10	87.50	89.39

Planning to farm had little effect on plans to attend college, as indicated in the center columns of Table 17. A larger per cent of those who did not expect to farm planned to enter college, but the difference was slight and not significant.

There was little difference in ability to name college of attendance between those vocational agriculture students who planned to farm and those who did not, right hand columns of Table 17. In either case, the per cent of those planning to be in college was rather small. The difference was not significant.

Comparisons of Vocational Agriculture Students Who Do Not Plan to Farm With Other Students - Vocational agriculture students not planning to farm expressed a desire to attend college in about the same proportion as did students in other courses. Most of them would like to do so. The difference in expressed desire was minimal and not of statistical significance, Table 18.

Table 18. Effects of Planning to Farm Upon Educational Plans, Vocational Agriculture Students Who Do Not Plan to Farm and Other Students

Nature of College Decision	Per Cent of Students Who Would Like to Attend College		Per Cent of Students Who Plan to Attend College		Per Cent of Students Who Named College of Attendance	
	Vo-Ag (N=67)	Other (N=173)	Vo-Ag (N=67)	Other (N=171)	Vo-Ag (N=66)	Other (N=170)
Positive	80.60	82.08	20.90	37.43	10.61	27.06
Negative	19.40	17.92	79.10	62.57	89.39	72.94

On the other hand, vocational agriculture students not intending to farm planned to attend college in fewer numbers than did students in other courses, the difference was significant at the .05 level.

Students in other courses also were able to name the college they would attend in greater proportion than were vocational agriculture students not planning to farm, the difference being in a ratio of about 2 1/2 to 1, which proved significant at the .02 level.

Comparisons of Vocational Agriculture Students Who Plan to Farm with Other Students - When vocational agriculture students who expected to farm were compared with other students, it was found that the former responded less frequently with a desire to attend college, Table 19. Even though more than half of these vocational agriculture students wished to attend college, the difference between their response and that of the other students was significant at the .05 level.

Table 19. Effects of Planning to Farm Upon Educational Plans, Vocational Agriculture Students Who Plan to Farm and Other Students

Nature of college decision	Per Cent of Students Who Would Like to Attend College		Per Cent of Students Who Plan to Attend College		Per Cent of Students Who Named College of Attendance	
	Vo-Ag (N=16)	Other (N=173)	Vo-Ag (N=16)	Other (N=171)	Vo-Ag (N=16)	Other (N=170)
Positive	56.25	82.08	18.75	37.43	12.50	27.06
Negative	43.75	17.92	81.25	62.57	87.50	72.94

Comparing these two student groups on the basis of their plan to enter college revealed a different relationship. Although the vocational agriculture student expressed plans to enter college less frequently than did the other students, the difference was not sufficiently large to be significant.

Vocational agriculture students planning to farm were able to name the college of attendance less frequently than were students in other courses, in a ratio of about 1 to 2. While these differences are meaningful to persons responsible for the educational attainments of these young people, they are not statistically significant.

A Word of Explanation - It is necessary to take a closer look at these findings concerning the relationship between intent to farm and educational plans, for at first glance they seem somewhat contradictory.

There is a discrepancy within the vocational agriculture sample in that the respondents planning to farm express a desire to attend college much less frequently than do those not intending to farm, as seen in Table 17, but are able to name a college of attendance in a greater number of instances. It is possible only to guess at the reasons for this finding. It may be that those who plan to farm have reduced the number of alternatives open to themselves. They either will go to college prior to entering farming or they will not, while the boy who does not plan to enter farming is at this point not yet certain of what he will do. This leaves him free to believe that he would benefit from attendance at college and results in an expression of a desire to attend - a step which has lost its attraction to the boy committed to move directly into farming. As these two groups are requested to state their plans to attend college the per cent responding in the positive becomes more similar, perhaps as reality begins to influence expressions more directly. Finally, when it is necessary to state the college at which the individual will be in attendance, the undecided among the respondents not planning to farm are weeded out more ruthlessly, leaving this group with a smaller net total able to express a strong degree of commitment to college attendance.

In their educational intentions, the vocational agriculture students, whether planning to farm or not, were more like one another than like the students in other courses. It will be noted in Tables 18 and 19 that many fewer vocational agriculture students than other students stated a plan to attend college or were able to name a college of attendance. These differences were significant in comparison of the vocational agriculture students who did not plan to farm and were not significant in comparison of the vocational agriculture students who did plan to farm. But the levels of significance

were not high and the chi-square values resulting from each vocational agriculture group comparison were not much different. The point is that both vocational agriculture groups planned college attendance in considerably lesser numbers than did students in other courses. The fact that vocational agriculture students planning to farm were more nearly like other students in educational intention is meaningful and should not be neglected, but the importance of it should not be overemphasized.

Background Factors - Miscellaneous

There are a number of other factors upon which to analyze the response of students in the sample. It is believed that these factors are related to occupational and educational intentions of the respondents although it is not possible to draw those conclusions as a result of the data here presented.

For example, the educational aspirations of vocational agriculture students were not as great as those of students from other courses. If it were to be determined that vocational agriculture students planned to marry more quickly than other students, a relationship could be surmised even though the directional effect could not be determined. Two such factors are investigated - immediacy of marriage, and intelligence.

Immediacy of Marriage - Students in vocational agriculture planned to marry more quickly than did those in other courses, Table 20. There was little difference in marriage plans for the first year following graduation from high school; among both groups a small per cent either already was married or on the verge. But during the second and third years following graduation the vocational agriculture students expected to marry in greater number than other students. The latter planned to delay their marriages until the sixth year or later in much greater numbers than did vocational agriculture student, probably because of greater intention to attend college or because they aspired to occupational eminences to which they would regard early marriage as a hindrance.

Table 20. Anticipated Number of Years Until Marriage

Number of Years	Per Cent of Student Responding	
	Vo-Ag (N=86)	Other (N=167)
1	3.49	4.19
2-3	30.23	12.57
4-5	36.05	31.14
6-10	22.09	37.13
More than 10	8.14	14.97

The differences in immediacy of marriage between these two groups were significant at the .01 level. When marriage plan categories were reduced to less than five years and more than five years, the level of significance remained .01. But when those who intended to marry in 1-3 years were compared to those who expected to delay marriage more than five years, the significance level increased to .001. In other words, the greatest differences were between those foreseeing marriage quite soon after completing high school and those who plan to put off marriage for more than five years, or just about sufficient time to complete college and get established in an occupation.

Intelligence - It has been established by much research that there is a direct correlation between intelligence and aspiration. The more intelligent the individual, the greater the prestige of the occupation toward which he will plan and the larger amount of formal post-high school education he will seek. Since it was found that the vocational agriculture students did not aspire as highly occupationally and educationally as did the other students, the obvious question was whether the vocational agriculture students differed in intelligence from other students. Table 21 shows the results of this investigation.

Table 21. Comparison of Intelligence Quotients, by Ranges

I Q Range	Per Cent of Students Responding	
	Vo-Ag (N=85)	Other (N=170)
70-79	8.23	2.35
80-89	16.47	11.18
90-99	30.59	30.59
100-109	30.59	25.88
110-119	12.94	24.12
Above 119	1.18	5.88

The per cent of students with IQs in the 70-89 range was greater among the vocational agriculture group and the per cent of students with IQs of 110 and above was greater among the other students. The two groups were roughly equivalent in the IQ range 90-109. The differences were significant at the .05 level when tested across the complete array. In a test utilizing only the ranges 70-89 and 110 plus, the difference was significant at the .01 level.

Residence - A residence differential between vocational agriculture and other students would be expected and proved to be operative, Table 22. The difference was in the expected direction with a greater proportion of vocational agriculture students living on farms than was true of other students. The difference was significant at the .001 level.

Table 22. Comparison of Residence

Place of Residence	Per Cent of Students Responding	
	Vo-Ag (N=90)	Other (N=176)
Town or city of 2500 or more	5.56	13.64
Town or city of less than 2500	7.78	22.73
Open country, not a farm	24.44	34.09
Farm	62.22	29.55

Conclusions

White, male, senior vocational agriculture students in North Carolina aspire to occupations of lesser prestige than do their contemporaries in other courses. They both desire and plan to enter occupations which do not rank as high on a prestige scale as do those named by other students. At the same time, vocational agriculture students plan to attend college in lesser proportions than do other students and are able in fewer instances to name a college which they will attend. This latter in spite of the fact that they express themselves as desirous of a college education as frequently as do others.

In contrast to findings of other research, the differences in aspirations of vocational agriculture and other students do not seem to be a direct result of differences in socio-economic factors. The two student groups differed significantly in but a few of these variables and could be considered as drawn from the same population in most instances.

Social class differences were tested by comparing the occupational and educational attainments of the fathers of these students. There was no significant difference in education and the significant finding for occupational prestige differences was as much a result of lower occupational prestige rankings for fathers of other students as it was of the fact that the fathers of other students were more frequently found in occupations bearing higher prestige. Socio-economic, or class, differences between vocational agriculture and other students were no better than a stand-off. It would be difficult to believe that differences in student aspirations derived therefrom.

Vocational agriculture and other students differed significantly on several variables: other students tended to believe their parents to have been a major source of influence upon the college decision more frequently than did vocational agriculture students; vocational agriculture students more frequently

were from farm residences; vocational agriculture students more frequently believed that they would be married within three years following high school graduation. None of these factors can be considered causative of occupational and educational aspiration differences although the latter two probably are quite directly related to them.

There were differences in intelligence of the two groups which are meaningful in the context of differentiated aspirations. As derived from IQs supplied by the schools in which the students were in attendance, vocational agriculture students were disproportionately represented in the lower intelligence ranges. Since it is known that intelligence and aspiration are related, even causally, it is quite probable that the differences in aspirations of these student groups are mainly a result of differences in intelligence. If this indeed is the case, it is a finding to which attention should be given, for there is reason to believe that this difference will become greater in the future. Guidance teachers are prone to steer better students (that is, the more intelligent) out of vocational courses. With the advent of guidance programs in a greater number of rural schools, it may become increasingly difficult to get boys of higher than average intelligence into vocational agriculture courses. Given the constantly more complex nature of farming and the increased competencies necessary to operate a commercial farm, a condition wherein only boys of lower intelligence could enter the program would to large extent obviate its value.

In elaboration of this point, it should be noted that those boys in vocational agriculture who planned to farm were most like other students in educational aspirations. Although they planned to attend college less frequently than did other students the difference was not significant, as it was for those vocational agriculture students who did not plan to farm. Evidently those vocational agriculture students who planned to farm were more aware of the need for advanced education, and quite probably were better able to benefit from it.

Although they may not have been very realistic in their appraisal, most of the students believed themselves to have been responsible for their occupational and education decisions. While a majority believed their high school education to have been a "great deal" or "some" help in determining the occupation into which they would go or whether to attend college, well over half believed the ultimate decision to have been their own. They named no other source as being of major importance with the possible exception of their mothers, who were accorded some importance as a source of influence in the college decision.

Despite the indicated independence in decision-making, most of the students believed their parents to be in agreement with their occupational and educational decisions. This may indicate only that parents are willing to accept student decisions, but there is equally good reason to believe that parental attitudes may have played a perhaps unconscious part in the student's decision-making process. Very few students, indeed, perceived their choices to be in opposition to the wishes of their parents. This condition, although limited, was more evident among vocational agriculture students.

The general impression of students in the sample is that they are "on the make." By far the most of them expect to go into occupations of higher prestige than those occupied by their fathers. And beyond dispute most of the students in the sample already have exceeded the educational achievements of their fathers. Although the high drop-out rate in North Carolina schools serves to bias this sample toward the more upwardly mobile students, the impression still emerges that current students are exceeding the educational attainments of their fathers. A further indication of student orientation toward advancement is the fact that half or more expect to migrate from their home communities, mainly in order to pursue occupations not locally available.

These students appear to be carriers of the common culture values that education is a good thing and the more the better, that every person can do better in life than have his parents, and that striving will result in attainment. These beliefs may have led many to adopt overly sanquine attitudes. The occupational and educational goals expressed may often be out of reach. Many aspire to attainments which they do not actually expect to achieve. Others probably will not reach the goals which they named as expected. Certainly, most students will require additional experience and knowledge before their expected occupational goals become realistically attainable.

It is obvious from these data that high school represents terminal education for most youth in North Carolina. In fact, many have terminated their formal education short of high school graduation. This raises a question concerning the basic objectives of the high school program. In many schools, both program and guidance emphases are upon continuation of formal education at the college level. In view of the limited number of students who actually attend college, such emphasis is of questionable wisdom. It would appear that a major need in the high school program is provision of additional alternative routings specifically designed for the student who will become a member of the labor force immediately upon leaving school, whether via graduation or otherwise. The extent to which such alternatives are provided, and the practical nature of them, may decide the technical, industrial and social progress of North Carolina for the next several generations.

If there is a major difference between vocational agriculture and other students, in addition to intelligence, it is an amalgam of several characteristics which might be combined under the heading of stability. In comparison to other students, vocational agriculture students do not aspire as highly either in occupation or education, there is not as great a difference between their occupational and educational desires and expectations, they do not plan to move from their home community as frequently, and they expect to marry sooner,

presumably to settle down as core families in the local community. While at least the latter two characteristics usually are considered as virtues, they could represent stolidity rather than stability and do not necessarily contribute to the welfare nor the advancement of the community. It may be that the vocational agriculture students are to a lesser degree the doers, the movers, the contributors to society.

It is necessary in closing this section to comment once more upon the relative homogeneity of the two student groups. There are tendencies toward differentiation between them on a number of the variables mentioned in the body of the report, but in only a few instances were those differences statistically significant. By and large, the students could be considered as drawn from the same population, having the same characteristics, and expressing the same attitudes and intentions. However, the expressed differences in aspiration and the revealed differences in intelligence are meaningful and demand appropriate response by teachers and administrators.

NEGRO STUDENTS

Introduction

Of the male Negro seniors in the sample, 114 had taken more than two years of vocational agriculture and were designated as vocational agriculture students; 51 had taken less than two years of that subject and were designated as other students. Comparison is here made of the occupational and educational desires and expectations of these groups. They also are compared on a number of potentially related background variables. The chi-square test of significance was applied to differences in response. The N in the following tables infrequently reflects the full number of respondents, for some were unable or unwilling to respond to almost each question.

Occupational and Educational Desires and Expectations

Occupational Desires and Expectations

Respondents were requested to name both the occupation which they would most like to have if there were no impediments to its attainment and the occupation they expected to enter upon completion of their education. The prestige of the occupations given was derived from a modified version of the North-Hatt occupational prestige scale. The per cent of response categorizing into various prestige ranges is shown in Table 23 for both desired and expected occupations.

Desired Occupations - The occupations desired by vocational agriculture students tended to cluster in the relatively low prestige area, with the single greatest per cent occurring in the range of 60-69. The other students named desired occupations of higher prestige, with the greatest per cent in the 70-79 range. Far fewer of the other students named occupations in the 50-59 range than did vocational agriculture students, although there was little

difference in the frequency with which members of the two groups named occupations in the 80-99 range. The differences in prestige of desired occupation named by vocational agriculture and other students was significant at the .02 level by chi-square analysis.

Table 23. Desired Occupations and Expected Occupations, by Prestige Rating

Prestige Rating of Occupation	Per Cent of Students Who Desire Occupation of This Prestige Level		Per Cent of Students Who Expect Occupation of This Prestige Level	
	Vo-Ag (N=100)	Other (N=42)	Vo-Ag (N=97)	Other (N=45)
40-49	1.00	0.00	2.06	0.00
50-59	20.00	2.38	31.96	17.78
60-69	34.00	26.19	37.11	28.89
70-79	21.00	42.86	19.59	40.00
80-89	17.00	21.43	5.15	13.33
90-99	7.00	7.14	4.13	0.00

Expected Occupations - More than two thirds of the vocational agriculture students expected to enter occupations with prestige ratings below 70. At the other end of the scale, less than 10% expected to enter occupations with a prestige exceeding 80. The other students saw a somewhat brighter occupational future, as less than half expected to enter occupations scoring less than 70 in prestige. The greatest number of other students expected to engage in occupations in the 70-79 prestige range, with only slightly more expecting occupations in the range of 80-99 than was the case for vocational agriculture students. The difference in expected occupation prestige scores between the student groups was significant at the .02 level.

It is of interest to note the difference between prestige scores of desired and expected occupations for these respondents. As expected on the basis of previous research, there was a strong trend downward from desired to expected scores. For example, 55% of the vocational agriculture students named desired occupations scoring less than 70, but 71% named expected occupations in that range. Among other students, the comparable figures were 28% and 46%. These differences represent a sociological phenomenon known by the descriptive title of the "ideal and the real." In effect they show the difference between what the student would like to do if there were no limitations upon his power to achieve goals and what he believes it is likely that he shall be able to accomplish within the restrictions of the environment. The difference in prestige scores between desired and expected occupations serves a more pragmatic purpose also, for they are a proof of the validity of response to the study schedule.

Educational Desires and Plans

Desire to Attend College - Most of these respondents would like to attend college if it were possible, Table 24. More than 90% of both the vocational agriculture and other students so indicated. In effect, there was no difference in educational desire between the groups and the chi-square value was not significant.

Table 24. Educational Desires, Educational Plans, and Ability to Name College of Attendance

Nature of Response	Per Cent of Students Who Desire to Attend College		Per Cent of Students Who Expect to Attend College		Per Cent of Students Who Are Able to Name College of Attendance	
	Vo-Ag (N=109)	Other (N=51)	Vo-Ag (N=111)	Other (N=51)	Vo-Ag (N=112)	Other (N=51)
Positive	91.74	90.20	33.33	52.94	25.89	50.98
Negative	8.26	9.80	66.67	47.06	74.11	49.02

Plan to Attend College - Fewer students expected to attend college than had named a desire to attend, with attrition greater among vocational agriculture than among other students. One-third of the former stated that they planned to attend a four-year college immediately following high school graduation, as compared to somewhat more than half of the latter. Despite the relatively large per cent of each group planning to attend college, the difference between the two was significant at the .05 level.

College of Attendance Named - Only one of the other students who had expressed a plan to enter college was unable to name the college in which he would be enrolled in the fall. The number of vocational agriculture students unable to name a college of attendance was somewhat larger, resulting in a greater difference between the groups on naming of college than had been the case in expressing plans to attend. One-quarter of the vocational agriculture students were able to name a college of attendance. One-half of the other students were able to do so, and extraordinarily high rate. The difference between the groups was significant at the .01 level.

Background Factors - Occupational

Several factors which bear a possible relationship to the occupational plans of the students were investigated to determine whether there were differences in the extent of response between vocational agriculture and other students. The findings are presented in this section.

Influence on Expected Occupation

Sources of Influence - Students in each group tended to believe their occupationa choices were not influenced by an outside source, Table 25. Vocational agriculture students were somewhat more prone to perceive this as a personal decision than were other students, but the difference was not sufficient to be statistically significant.

Table 25. Major Source of Influence Toward Expected Occupation

Source of Influence	Per Cent of Students Reporting	
	Vo-Ag (N=95)	Other (N=45)
Mother	5.26	8.89
Father	5.26	2.22
Sister	2.11	4.44
Brother	6.32	6.67
Relative	1.05	8.89
Friend	5.26	6.67
Teacher	4.21	11.11
Other	3.16	0.00
Own Decision	67.37	51.11

Because of the lesser number of other students indicating self-reliance in making an expected occupational choice, greater per cents of them were found to rely upon other individuals than was the case with vocational agriculture students. Specifically, teachers and relatives were a source of influence with other students to larger extent. However, no one source of extra-personal influence stands out as a major directive force for either group.

Influence of High School Education Upon Expected Occupation - Although teachers were listed as a major source of influence upon occupational expectations by relatively few students, the high school experience was thought by a majority to have exercised some control over occupational expectations, Table 26. If teachers, per se, are not directly responsible, then the environment provided by high school must be responsible; i.e., exposure to new knowledge, opportunity to read books and magazines which might not be in the household, different points of view brought in by speakers, and mingling with peers not

otherwise in the acquaintance pattern. Well over half of the students considered that high school education had exercised a great deal of influence in their occupational choice and a total of more than 80% credited high school education with "some" or more influence. More of the vocational agriculture students credited high school as a major influence upon occupational choice than did other students, but the difference was not significant.

Table 26. Influence of High School Education Upon Expected Occupation

Extent of Influence	Per Cent of Student Responding	
	Vo-Ag (N=97)	Other (N=43)
Great deal	56.70	51.16
Some	30.93	30.24
Very little	7.22	13.95
None	5.15	4.65

Parents' Attitude Toward Expected Occupation - The mothers of these students were perceived as generally in agreement with the occupational choices cited, Table 27. Vocational agriculture students reported their mothers as being in strong agreement with their plans slightly more often than did other students, but fewer of them noted their mothers as "willing to accept" their decisions. In total, other students reported mothers as being slightly more favorably disposed toward their planned occupation than did vocational agriculture students. It is notable that absolutely no students from other curricula reported their mothers as looking with disfavor upon their vocational choice, while a total of 8% of the vocational agriculture students placed their mothers in this category. The relatively small differences were not statistically significant.

Table 27. Parents' Attitude Toward Expected Occupation

Expression of Attitude	Per Cent of Students Perceiving Mother's Attitude in Specified Category		Per Cent of Students Perceiving Father's Attitude in Specified Category	
	Vo-Ag (N=92)	Others (N=41)	Vo-Ag (N=84)	Others (N=35)
Strongly agrees	33.70	31.71	30.95	28.57
Willing to accept	57.60	65.85	55.96	62.86
Doesn't care one way or other	0.00	2.44	3.57	8.57
Prefers something else	7.61	0.00	7.14	0.00
Very opposed	1.09	0.00	2.38	0.00

Respondents also recorded their fathers as being mainly favorable toward their expected occupations, with more than 70% of the fathers from each student group either strongly agreeing with or willing to accept the student's decision. Despite this general agreement with student choices, some fathers were either apathetic or opposed to the student's occupational expectation, most notably among the vocational agriculture students. The other students, while reporting a certain number of their fathers as unconcerned about their choices, in no instance indicated a disfavorable attitude. The slight difference in response between the two groups was not statistically significant.

As a general rule, these students perceived considerable rapport between themselves and their parents regarding their expected occupation. Fathers were reported as less frequently in strong agreement with student choice than were mothers but no more frequently in opposition. The difference is taken up by a somewhat higher per cent of fathers who were reported as unconcerned. In passing, it seems apt once more to call attention to the fact that no student outside the field of vocational agriculture reported any disfavorable attitude toward their choice of occupation by either parent.

Migration

Necessity of Moving to Pursue Expected Occupation - In some cases, the occupation in which the student expects to engage may not be available to him in his home community. In these instances, the individual would have to migrate if he indeed were to participate in that occupation. Almost two-thirds of the vocational agriculture students indicated that this would be the case, while nearly three-quarters of the other students made this interpretation, Table 28. The difference was not statistically significant.

Table 28. Necessity To Migrate to Engage in Expected Occupation

Necessary to Migrate	Per Cent of Students Responding	
	Vo-Ag (N=98)	Others (N=45)
Yes	64.29	73.33
No	35.71	26.67

Intention to Migrate - Forces other than occupation may also have led to plans to migrate. Respondents were requested to indicate whether they did in fact plan to leave the community of residence. More than half of the vocational agriculture students and almost three-quarters of the other students indicated such intent, Table 29. The difference indicates a trend for other students to be migrationally motivated to greater extent, but the difference was not significant.

Table 29. Intention to Migrate From Community of Residence

Plan to Migrate	Per Cent of Students Responding	
	Vocational Agriculture (N=109)	Others (N=51)
Yes	57.80	72.55
No	42.20	27.45

It will be noted that a lesser per cent of students intend to move than had indicated it would be necessary to do so to pursue their expected occupation. This may indicate an unwillingness on the part of some students to sacrifice the emotional, social and psychological haven of the home community for the ego satisfaction of doing what they wish vocationally. But it is more probable that the difference is mathematical, in association with willingness or ability to express oneself, in that more students responded to the question about intention than did to the question concerning necessity. Perhaps those who were unsure about the necessity to move, or those who were compelled for personal reasons to remain at home in the face of a vocational need to move, chose not to respond to the question about necessity.

In any case, the pivotal point seems to be that more than three-fifths of the male seniors interviewed expressed an intent to move from the community. It would be of great value, as well as interest, to know their destinations.

Prestige Difference Between Desired and Expected Occupations

Extent of Difference - Procedural difficulties prevented determination of the prestige differential between desired and expected occupation for many of the students in the sample. The reduced number of respondents for whom this difference could be tested makes the findings less reliable than they otherwise would be, for it is possible that a bias was operative in those cases for which information could not be obtained.

Vocational agriculture students were more prone to name desired occupations greatly more prestigious than were their expected occupations, Table 30, the difference exceeding 30 points for ten per cent of the respondents. However, for the majority of students in each group the difference in prestige between desired and expected occupation was less than 10 points, indicating an operative rationality in designation of the desired occupation which probably was based upon a realistic assessment of self and environment. The differences between the groups were not significant.

Table 30. Differences in Prestige of Desired and Expected Occupations

Amount of Difference in Prestige	Per Cent of Students Responding	
	Vo-Ag (N=42)	Other (N=22)
No difference	2.38	4.54
1-9 points	54.76	54.55
10-19	19.05	18.18
20-29	14.29	22.73
30-39	7.14	0.00
40-49	2.38	0.00

Direction of Difference - As may be seen by reference to Table 23, the direction of the difference between desired and expected occupations favored the former; students aspired to higher prestige positions but expected occupations of lower prestige. This was the case both for vocational agriculture and other students. The difference between the groups was not significant.

Some Miscellaneous Factors

Comparison of Prestige of Student's Expected Occupation and Prestige of Father's Current Occupation - More than 80% of the respondents believed that they would obtain first positions exceeding in prestige the positions currently held by their fathers, Table 31. This may be a reflection of youthful enthusiasm, whetted by a lack of acquaintance with reality. On the other hand, it may indicate a sober intention on the part of these students to better their position in life, an intention clearly bespoken in the large per cent of respondents who indicated an intent to go to college.

Table 31. Differences in Prestige of Expected Occupation of Student and Current Occupation of Father

Prestige Difference	Per Cent of Students Responding	
	Vo-Ag (N=84)	Other (N=34)
Father's occupation higher, 30 or more points	0.00	0.00
Father's occupation higher, 20-29 points	0.00	0.00
Father's occupation higher, 10-19 points	3.57	5.88
Father's occupation higher, less than 10 points	3.57	8.82
Occupational prestiges equal	11.90	2.94
Student's occupation higher, less than 10 points	30.95	14.71
Student's occupation higher, 10-19 points	22.62	26.47
Student's occupation higher, 20-29 points	17.86	29.41
Student's occupation higher, 30 or more points	9.53	11.77

The intent to surpass the father's position was equally evident among students who were taking vocational agriculture and those who were not. There was no significant difference.

Prestige of Father's Occupation - To attach unclouded meaning to the intent of respondents to obtain positions exceeding in prestige those of their fathers, it is necessary to know the level of prestige attached to those fathers' occupations. The majority of these men occupied positions for which the prestige score was less than 60, Table 32. The fathers of vocational agriculture students were found slightly more frequently in occupations with prestige ratings of less than 50 and somewhat less often in occupations with prestige ratings of more than 69. The major difference in occupational prestige of the fathers occurred in the range of 70-79, wherein fathers of other students were located in much greater per cent. However, the differences on an overall basis were so small as to be non significant.

Table 32. Prestige of Father's Occupation

Prestige Category of Father's Occupation	Per Cent of Students Responding	
	Vo-Ag (N=92)	Other (N=37)
30-39 points	3.26	0.00
40-49 points	16.30	18.92
50-59 points	61.96	59.46
60-69 points	14.13	10.81
70-79 points	1.09	8.11
80-89 points	3.26	2.70
90-99 points	0.00	0.00

Certainty that Student Will Enter Expected Occupation - Vocational agriculture students were more certain that they would enter their expected occupations than were other students, Table 33. On the other hand, vocational agriculture students also expressed themselves as "not sure" more frequently. This is possible because other students more frequently "believed" that they would enter their expected occupations without being "certain" about it. The difference of response between the two groups was not significant.

Table 33. Certainty that Student Will Enter Expected Occupation

Degree of Certainty	Per Cent of Students Responding	
	Vo-Ag (N=88)	Other (N=43)
Certain will enter	26.14	16.28
Believe will enter	52.27	65.12
Not sure	21.59	18.60

Background Factors - Educational

In this section a number of variables frequently related to educational aspirations and plans of young persons are examined to determine whether the response of vocational agriculture students differed from that of other students.

Influences Affecting Educational Intentions

Sources of Influence - About three-fifths of the respondents saw their college decision as a personal matter unaffected by outside sources, Table 34. Of the remainder, quite a few mentioned their mother as the major source of influence and just a few less considered that a teacher had been a major influence in deciding whether to attend college. In some instances the decision of the student was to not attend, and it must be assumed that sources of influence were operative in a negative as well as a positive sense. However, it seems reasonable to assume that in the majority of instances in which an extra-personal source of influence was named the direction of impetus would be to attend college while most of the students who had decided not to attend would report this as a personal decision. On this basis, the mothers and teachers of these students assume a great deal of importance as factors influencing them

toward college attendance. No other source seems to have exercised much direct influence upon this decision. The difference in source of influence between vocational agriculture and other students was minimal and not significant.

Table 34. Major Source of Influence on College Decision

Source of Influence	Per Cent of Students Responding	
	Vo-Ag (N=102)	Other (N=49)
Mother	17.65	16.33
Father	1.96	2.04
Sister	0.98	4.08
Brother	3.92	0.00
Relative	0.00	0.00
Friend	1.96	0.00
Teacher	12.75	14.29
Other	3.92	4.08
Own decision	56.86	59.18

Influence of High School Education Upon College Decision - A majority of respondents indicated that their high school education had greatly influenced their college decision. In fact, a greater per cent so indicated than gave evidence of planning to attend college, leading to the assumption that in some instances a high school education either had shown the futility of attempting college or had predisposed the student against further study. A rather small per cent of the students reported that their high school education had played little or no part in their college decision. The differences between vocational agriculture and other students were small, and of no significance.

Table 35. Influence of High School Education Upon College Decision

Extent of Influence	Per Cent of Students Responding	
	Vo-Ag (N=108)	Other (N=51)
Great Deal	55.56	56.87
Some	27.78	29.41
Little	8.33	9.80
None	8.33	3.92

Parent's Attitude Toward College Decision - The mothers of the respondents were perceived as generally favorable to the decision the students had made of whether to attend college, Table 36. Perhaps there is a relationship between this fact and the relatively large number of students who reported their mother as the major source of influence toward a decision regarding college attendance. However, more than 10% of the mothers of each group disagreed with the student's decision and an additional 6% of the mothers of other students were very opposed.

Table 36. Parents' Attitude Toward College Decision

Expression of Attitude	Per Cent of Students Perceiving Mother's Attitude in Specified Category		Per Cent of Students Perceiving Father's Attitude in Specified Category	
	Vo-Ag (N=96)	Other (N=43)	Vo-Ag (N=90)	Other (N=39)
Strongly agrees	28.13	41.86	23.33	33.33
Willing to accept	55.20	34.88	55.56	41.03
Doesn't care one way or other	4.17	4.65	11.11	15.38
Disagrees	12.50	11.63	7.78	5.13
Very opposed	0.00	6.98	2.22	5.13

There was an observed tendency for the mothers of vocational agriculture students less frequently to be in strong agreement with their sons' college decisions. At the same time, mothers of other students were more apt to be unfavorably disposed toward the college decisions made by their sons. The differences were not sufficient to be statistically significant.

The fathers of vocational agriculture students were less frequently strongly in agreement with the college decision of the respondents than were the fathers of other students. However, in comparison of all favorable attitudes, the fathers of vocational agriculture students were somewhat the larger per cent. On the other hand, vocational agriculture students less frequently reported their fathers as apathetic or unfavorably disposed toward their college decisions. The differences between the reported attitudes of the two sets of fathers were not significant.

It will be noted in Table 36 that students less frequently reported their fathers than their mothers as being strongly in agreement with the college decision. they had made. In comparison of all favorable response, however, this difference about disappeared. Fathers also were perceived as more frequently apathetic about college choice, although mothers were considered more apt to be unfavorably disposed, by both student groups. Vocational agriculture students did not regard either parent as in strong agreement with their college decision as often as did other students.

Comparisons of Father's Education

Educational Achievements of Fathers - The fathers of most of the students in the sample had terminal educational levels at or below high school graduation, Table 37. A few more of the fathers of other students had attended college, but a few more of this sample group had terminated education at the 8th grade. Otherwise, the educational attainments of the fathers of these student groups were remarkably similar. The minor variations did not produce a statistically significant difference.

Table 37. Educational Achievement of Student's Father

Father's Educational Attainment	Per Cent of Students reporting Father's Education at Specified Attainment	
	Vo-Ag (N=109)	Other (N=46)
College graduate	3.67	2.17
Attended college	1.83	8.70
Jr. college graduate	0.00	0.00
Attended Jr. college	0.92	0.00
High School graduate	10.09	10.88
Attended high school	19.27	17.39
Completed 8 years	21.10	30.43
Less than 8 years	43.12	30.43

Comparison of Student's Educational Aspiration with Father's Educational Achievement - More than three-quarters of these respondents already had exceeded the educational attainments of their fathers by virtue of the fact that they were about to graduate from high school. This was true for 83% of the vocational agriculture and 77% of the other students. Given the fact that large numbers of these students planned to attend college, an even greater proportion of them expected to exceed the educational attainments of their fathers, Table 38. The difference between the student groups on this criterion was not significant.

Effects of Planning to Farm Upon Educational Intentions

It was not possible to investigate the potential depressing effect upon educational aspiration of plans to farm, because of the small number of respondents who indicated such a plan. Among all respondents in this sample, only four planned to farm and only two of these were located in the vocatinal agriculture sub-group.

Table 38. Comparison of Father's Education Achievement and Student's Educational Aspiration

Relationship of Father's Education to Student's Educational Aspiration	Per Cent of Students Responding in Specified Category	
	Vo-Ag (N=108)	Other (N=46)
No difference	9.26	8.70
Father's achievement lesser	88.89	91.30
Father's achievement greater	1.85	0.00

Background Factors - Miscellaneous

In this section comparison is made of the differences in response between vocational agriculture and other student, on three criteria; immediacy of marriage, intelligence, and residence. The first two are considered to some extent related to occupational and educational desires and expectations. The latter is more nearly a survey varible.

Immediacy of Marriage - Few of these students believed they would be married very soon after leaving high school, Table 39. The accumulation at the end of three years would be but 12 and 16 per cent for vocational agriculture and other students respectively. More of the vocational agriculture students believed they would marry during the fourth and fifth years than was the case for other students while the ratio was reversed during the sixth to tenth years. More of the vocational agriculture students believed that they would still be bachelors beyond the tenth year following high school graduation. The difference between the two groups were not significant.

Table 39. Anticipated Number of Years Until Marriage

Number of Years	Per Cent of Students Responding	
	Vo-Ag (N=111)	Other (N=48)
1	2.70	2.08
2-3	9.91	14.58
4-5	34.23	29.17
6-10	35.14	41.67
More than 10	18.02	12.50

Although the data as presented are not a true test, there is no apparent relationship between immediacy of marriage and level of occupational and educational aspiration and expectation. In view of the significant differences between the desires and expectations of vocational agriculture and other students, a significant difference in marriage plans would be anticipated if immediacy of marriage were related to aspirations. No such evidence accrued, although the relationship cannot be ruled out.

Intelligence - There was an observable difference in the intelligence scores attributed to the two student groups. With the exception of the lowest IQ range, vocational agriculture students were represented in larger proportions in each of the IQ ranges under one hundred and in smaller proportions in each of the IQ ranges above 100, Table 40.

These intelligence differences were not particularly large in most cases, and taken as a whole the difference was not significant. However, there was a trend for vocational agriculture students to be represented disproportionately in the lower IQ ranges which could not be ignored. Breakdown of the data into categories of lowest, medium, and highest ranges of intelligence represented among the respondents yielded a chi-square value significant at the .05 level. In fact, any test of the data based upon high and low-extremes was significant at this level.

Table 40. Comparison of Intelligence Scores

IQ Range	Per Cent of Students Responding	
	Vo-Ag (N=87)	Other (N=37)
50-59	1.15	8.11
60-69	9.19	8.11
70-79	28.74	18.92
80-89	37.93	29.73
90-99	17.24	13.51
100-109	3.45	16.22
110-119	2.30	2.70
Above 119	0.00	2.70

The data are not conclusive evidence of a relationship between intelligence and aspirational levels, but they do incline in that direction. The fact that about two-thirds of the students in this group were considered vocational agriculture students probably contributed to the lack of clarity. Vocational agriculture was not a selective agency among these students by virtue of the fact that there is a lack of suitable alternatives. Many students are in it because it is available rather than because they are committed to agriculture. Therefore, it may not cut the intelligence levels in the same way as it would were more alternatives available.

Residence - Place of residence differed significantly for the two respondent groups, Table 41. But farm residence had little to do with the difference. In large part, it was a result of a greater number of vocational agriculture students residing in open country but not upon farms, as opposed to the town residence of other students. The differences were significant at the .01 level.

Table 41. Comparison of Place of Residence

Place of Residence	Per Cent of Students Responding	
	Vo-Ag (N=108)	Other (N=51)
Town or City of 2500 or more persons	34.26	50.98
Town or city of less than 2500 persons	12.96	23.53
Open country, non farm	27.04	11.76
Farm	15.74	13.73

Conclusions

Negro, male, senior agriculture students did not desire occupations with as great prestige as did other students. Neither did they expect to enter occupations of as great prestige. The same relative relationship existed apropos the educational plans of these groups. Other students planned to attend college in greater proportions than did vocational agriculture students and were able to back up their plans with a greater ability to name the college of attendance. Despite these aspirational differences, vocational agriculture students did not differ from other students on potentially associated variables except in two instances, residence and intelligence. The former probably has no bearing upon the aspirational differences noted, while the latter probably does.

There was tendency for all respondents to regard themselves as independent functionaries when making decisions regarding occupational choice and college attendance. More than half of the students viewed these as their own decisions. Those who did ascribe some influence to an outside source scattered their response in such a way that no one persons could be considered to play a

dominant role. Mothers and teachers were reported as influencing educational decisions more than any other individual and brothers appear to have had sone influence, particularly among vocational agriculture students. However, the dominant finding is that for most students, these decisions were considered as made without a major external referent.

Parents were perceived to be in agreement with occupational and educational decisions by most students. Vocational agriculture students less often believed their parents to agree strongly with their decisions, and fathers were not so frequently perceived in strong agreement as were mothers. Mothers, on the other hand, were more frequently seen as disapproving choices than were fathers, especially choices having to do with education. These findings might be interpreted to mean that mothers were more concerned than were fathers. As a most unusual finding, other students reported no degree of opposition whatsoever to their occupational choices on the part of their parents.

The respondents were an upwardly mobile group, seeking educati on in very large numbers. Although most did not aspire to occupations of great prestige, they believed it would be necessary to migrate from their home communities to obtain the occupational opportunities they sought. Almost without exception they expected to better the occupational and educational achievements of their fathers.

The high per cent of respondents planning to attend college is revealing of the function which high school plays for them. It is not erminal education for most; neither does it prepare them for occupations which are available locally. Indeed, for the young person who intends to remain in his home community, there is little pragmatic reason to attend high school. High school is seen as a preparation for college, it is a way-station out of the community; in the more ideal situations it may prepare the student for an occupation available elsewhere; it performs a limited and limiting educational function.

An exceptionally large per cent of respondents were enrolled in vocational agriculture. This curriculum is not directly responsive to their needs was evidenced by the small number who planned to farm. One of the greatest needs of these students is a greater variety of educational routings, particularly in the vocational fields. High school does not now train them for productive and useful lives except as they intend to attend college. The evidence that this is so lies not only in the limited curricula available, or the emphasis upon college attendance, but also, and most dramatically, in the exorbitant drop-out rate.

It must be remembered that these respondents represented a select group. As seniors in high school they were the remnant of a much greater number of students who had entered school together. The occupational and educational aspirations of these individuals cannot be considered typical of their age group, but only of other seniors.

Vocational agriculture and other students statistically may be considered as drawn from the same population. They did not differ significantly from one another on socio-economic variables, except for residence and intelligence. The latter difference, while significant, was confined to the upper and lower extremes of intelligence, with the former largely missing and the latter present disproportionately among vocational agriculture students. Quite probably this difference would have been more marked if these students had been presented with a greater variety of curricula in their high schools.

Differences in occupational and educational aspirations quite likely were more a result of intelligence differences than of membership in the category of curriculum. These data do not support any contention that enrollment in vocational agriculture in any way depresses the aspirations of the students.

APPENDICES

APPENDIX A

A List of the Schools Participating in the Study

Economic Area 1

Bethel School, Haywood County

Economic Area 2

Glen Alpine School, Burke County; Lincoln Heights School, Wilkes County

Economic Area 3

South Granville School, Granville County; Mary Potter High School, Granville County

Economic Area 4a

Ledford High School, Davidson County; Peabody School, Montgomery County

Economic Area 4b

Mount Pleasant-McAllister School, Cabarrus County; Dunbar School, Rowan County

Economic Area 5

Piedmont High School, Union County; Western Union School, Union County

Economic Area 6

Union High School, Sampson County; Sampson High School, Sampson County

Economic Area 7

Murfreesboro High School, Hertford County; Central High School, Gates County

Economic Area 8

Grantham School, Wayne County; Frink High School, Lenoir County

Economic Area 9

Elise School, Moore County; Rosenwald School, Robeson County

Economic Area 10

Camden County High School, Camden County; S. W. Showden High School, Beaufort County

Economic Area 11

Burgaw School, Pender County; E. E. Smith School, Duplin County

APPENDIX B

The North-Hatt Scale of Occupational Prestige

The North-Hatt scale of occupational prestige was compiled from the response of a national sample. It was designed to determine the relative value people assigned to a variety of occupations. Respondents were asked to rate the 90 occupations given as "excellent, good, average, somewhat below average, or poor." Each occupation was then given a score based upon the response to it by all respondents. For example, a physician was rated 93, a county judge 87, undertaker 72, lumberjack 53, and bartender 44.

This method of rating occupations proved very useful, but the original 90 occupations were inadequate. Several researchers have added to the list, giving it greater utility. A modified version of the North-Hatt scale was used to determine the prestige of occupations recorded by respondents in this study.

APPENDIX C

Chi-Square and the Level of Probability

The chi-square statistic is used to determine whether observed differences between two groups are due to chance. If the difference is not due to chance then it is assumed to be a result of some specific variable, hopefully the one under study.

The value of the chi-square determines the level of significance at which it may be accepted. For example, a particular value of chi-square (under the conditions of the study) may be significant at the .05 level. This means that in only 5 times out of a hundred would such a chi-square value be due to chance factors rather than to the study variable. The .05 level usually is set as the minimum level of acceptance; the .01 level (one chance out of a hundred that the result is not due to the test variable) or the .001 level (one chance out of a thousand) are much stronger and more reliable.